DOCUMENT RESUME

ED 080 621 UD 013 674

TITLE	Three Year Evaluation Report for the Garfield Educational Complex Program.
INSTITUTION	EPIC Diversified Systems Corp., Tucson, Ariz.
SPONS AGENCY	Los Angeles Unified School District, Calif.
PUB DATE	71
NOTE	80p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Child Welfare; Curriculum Development; *Early Childhood Education; Educational Finance; *Individualized Instruction; *Program Evaluation; *School Community Relationship; Teacher Evaluation
IDENTIFIERS	California; *Garfield Educational Complex; Los Angeles

ABSTRACT

This three-year evaluation report relates to the Garfield Educational Complex Program, which was a proposal funded for the establishment of the Program during the summer of 1968 by the Los Angeles Unified School District. For the full abstract, see related document UD 013 673 referring to the evaluation of the Jordan Educational Complex. However, the Garfield Educational Complex Program, unlike the Jordan Educational Complex, did not have the following program-components operationalized: School-Community Advisory Committees, Advisory Boards, and Summer Enrichment Exchange Program. (Author/RJ)

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LOS ANGELES UNIFIED SCHOOL DISTRICT

THREE YEAR EVALUATION REPORT

for the

GARFIELD EDUCATIONAL COMPLEX PROGRAM

Prepared by

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UD 013674

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INTRODUCTION

When ESEA Title III funds began to be distributed by the U. S. Office of Education in 1965, the requirements for such funds were basically that the project be innovative and exemplary in nature. Although many different definitions were applied to the terms "innovative" and "exemplary," there tended to be a consistency among funded projects with respect to their intent. Generally, many of the initially funded projects under ESEA Title III tended to have as their goal the increasing of a group of students' cognitive skills in some content area.

Figure 1 displays an organizational structure of variables that affect the outcomes of an educational program along with that factor (student-content-cognitive) within which many initially funded ESEA Title III projects could be categorized. A factor is simply a combination of one variable from each dimension.

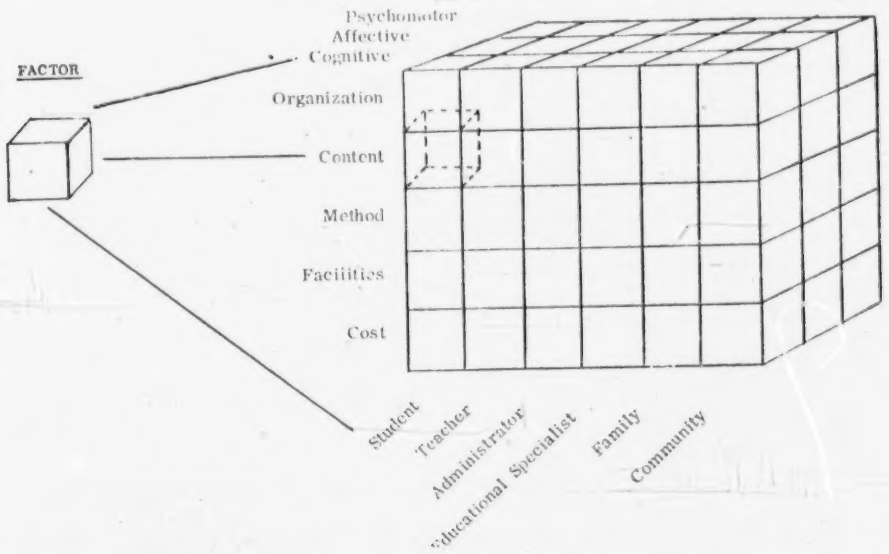

FIGURE 1

ORGANIZATIONAL STRUCTURE OF VARIABLES INFLUENCING EDUCATIONAL PROGRAMS

During the summer of 1968, the Los Angeles City Unified School District completed a proposal which was funded for the establishment of the Garfield Educational Complex. The goals of this program were to:

1. develop programs in early childhood education.
2. develop programs to expand the individualization of instruction.
3. develop programs to increase effectiveness of teachers through staff development.
4. increase community-school participation in educational decision-making.
5. provide racially and socially shared learning experiences.
6. provide services to restore the terminal student to educational and job training opportunities.
7. develop parent education programs.

These goals were operationalized through the establishment of the following programs:

1. Child Welfare and Attendance
2. Articulation Counselor
3. Guidance Center
4. Staff Development
5. Expanded Kindergarten
6. Individualized Instruction
7. Family Centers
8. Curriculum Development
9. Mini Grants

In addition, a Complex Advisory Board was established to provide direction and articulation to the participating schools through the School-Community Advisory Committees.

As implied by the establishment of the above programs, the Garfield Educational Complex was not only concerned with the increasing of students' cognitive skills in some content area, but the Complex was also concerned with many other variables that would interact and directly influence the outcomes of the Garfield Educational Program.

Below is a list of the factors that were evaluated over the three years during which the Garfield Educational Complex Program was funded:

1.	Student	-	Content	-	Cognitive
2.	Student	-	Organization	-	Affective
3.	Student	-	Content	-	Affective
4.	Student	-	Method	-	Affective
5.	Student	-	Facilities	-	Affective
6.	Teacher	-	Content	-	Cognitive
7.	Teacher	-	Method	-	Cognitive
8.	Teacher	-	Method	-	Affective
9.	Teacher	-	Facilities	-	Affective
10.	Administrator	-	Organization	-	Affective
11.	Family	-	Content	-	Cognitive
12.	Family	-	Content	-	Affective
13.	Family	-	Method	-	Cognitive
14.	Family	-	Method	-	Affective
15.	Community	-	Content	-	Cognitive
16.	Community	-	Content	-	Affective

As one can readily conclude, the Garfield Educational Program was truly one that could be considered totally comprehensive in its approach to the implementation of change in an educational system.

This report will indicate by component the above factors which can be directly incorporated into its scope and objectives.

The report format for each component contains the following elements:

1. Component Description
2. Objectives
3. Statistical Results

It should be noted that the stated objectives are those which incorporate the more specific objectives generated for each year of the project. Also, no data were available for the 1968-69 school year, and very little data were available for the 1969-70 school year. Therefore, the statistical results for each component will be reported only for the 1969-70 and 1970-71 school years.

In reviewing the following component reports, the reader must be aware that the transiency rates for schools in the Garfield Educational Complex Program are very high. Tables 1 and 2 provide some pertinent information that should be taken into consideration when interpreting the data found in this report.

TABLE 1

1968-69 SCHOOL YEAR TRANSIENCY RATES

School	Enrollment	Pupils Leaving School	Pupils Entering School	Total Pupil Transients	% Pupil Transients of Enrollment	Rank Among 434 Schools
Fourth Street	1,110	156	237	393	35.4	354
Humphreys Avenue	1,088	184	241	425	39.1	316
R. H. Lane	366	34	75	109	29.8	393
Riggin	874	157	207	364	41.6	295

TABLE 2

1969-70 SCHOOL YEAR TRANSIENCY RATES

School	Enrollment	Pupils Leaving School	Pupils Entering School	Total Pupil Transients	% Pupil Transients of Enrollment	Rank Among 434 Schools
Fourth Street	1,142	218	214	432	37.8	320
Humphreys Avenue	1,099	231	156	387	35.2	347
R. H. Lane	354	32	34	66	18.6	431
Riggin	820	178	135	313	38.2	316

ADVISORY BOARD

A. Component Description

The Garfield Educational Complex Advisory Board served to give direction and articulation to the Complex schools through the School-Community Advisory Committees. The duties of the members of the Complex Advisory Board were as follows:

1. Attend regularly scheduled meetings.
2. Determine educational needs of the Complex Area.
3. Evaluate ideas submitted through the "Mini-Grant" applications. Details of this procedure are outlined under "Mini-Grants."
4. Assist in recruitment and retention of personnel serving the schools within the Complex.
5. Provide liaison between the school and community.
6. Keep their respective School-Community Advisory Committee or group informed of actions taken.
7. Work closely with the School-Community Coordinator.

The following factors were incorporated into this component:

1. Community - Content - Cognitive
2. Community - Content - Affective

B. Overall Objectives

Over the three years, the general objectives of the Advisory Board Component were to:

1. increase the skills of parents, board members and committee members in making effective educational decisions.
2. increase the attitudes of parents, board members and committee members toward the Educational Complex Program.

C. Statistical Results

Table 3 shows the responses to a questionnaire administered to the members of the Advisory Board at the end of the 1969-70 school year.

TABLE 3

RESPONSES TO A QUESTIONNAIRE FROM THE ADVISORY BOARD IN 1970

Item	Board - N = 16			
	Never	Some-times	Fre-quently	Always
*1. Do you feel that your participation on the Complex Advisory Board was worthwhile?		5	4	5
2. Were you able to contribute in the program in the manner you would have liked to?	1	9	4	1
*3. Were you, as a parent, recognized as an important part of the Complex Advisory Board?	1	3	1	8
*4. Do you feel the Advisory Committee has been used as a rubber stamp?	8	4	1	1
*5. Does the Complex staff respect you as their equal?		2	1	10
6. How often have your suggestions been put into effect by the staff?		7	4	2
*7. How often does the staff want to make all of the decisions?	7	5	2	1
8. Do you think teachers feel threatened by parent involvement?	7	6	0	2
*9. Do you feel the administrators are eager to have you participate?		4	4	5
*10. To what extent should parents be involved in helping school personnel solve educational problems?	2	1	4	10

TABLE 3 (continued)

11. Have you seen improvement in the education of children in the Complex since parents have been involved in planning activities?	0	13	2	0
12. Do you think you received enough information on programs, budgets, staff development, the operation of the Complex, and the Los Angeles City Schools to make you effective?		9	6	
13. Is your attitude toward school more positive than before you joined the Complex Advisory Board?		9	2	

* Indicates an overall positive response.

In general, it can be concluded that the Advisory Board was perceived as serving a very important function in the Garfield Program with respect to making effective educational decisions.

Tables 4 and 5 show the attitudes held by various members of the community toward the components of the Garfield Educational Complex Program in 1969-70 and 1970-71, respectively.

TABLE 4

RESPONSES TO THE PARENT-COMMUNITY QUESTIONNAIRE FOR 1969-70

	Frequency	
	Yes	No
* 1. Do you feel you have been informed about your child's school work?	337	101
* 2. Have you heard of the Family Center in your community?	213	211
* 3. Do you feel the Advisory Board will help the schools do a better job?	351	36
* 4. Do you feel you are free to come to school to talk to your child's teacher?	402	38
* 5. Do you feel you understand the purpose of this new reading program?	256	165
* 6. Do you think that more Spanish should be used in your children's classes?	241	203
* 7. Do you think Mexican-American history and culture should be included in your children's school program?	320	105
* 8. Do you feel your child will have trouble in school if he does not understand English?	367	61
* 9. Would you like to get better acquainted with the teachers of your children?	403	23
*10. If you had time, would you help teachers work with the children at your school?	380	55
*11. Do you feel that most of the teachers are doing a very good job of teaching?	377	35
*12. Do you feel that some of the teachers in your children's school do not understand the Mexican-American people?	167	209

N = 438

* Indicates an overall positive response.

TABLE 5

COMMUNITY RESPONSES TO THE ADVISORY BOARD QUESTIONNAIRE FOR 1970-71
(N = 20)

	Does Not Apply 1	Quite Inadequate 2	Less Than Adequate 3	Adequate 4	Highly Adequate 5	Mean
1.* Complex Advisory Board	1	1	1	10	6	4.0
2. School Community Advisory Committee leadership training	1	2	8	2	5	3.4
3.* Articulation Counselor	4	0	3	9	2	3.3
4.* Educational Experiences (bus trips)	0	1	4	3	12	4.3
5.* Family Center	1	1	0	8	9	4.2
6. Guidance Center	3	1	2	12	3	3.5
7.* Mini Grants	0	2	4	2	8	4.0
8. Bilingual Education	3	0	4	6	6	3.6
9.* Reading	0	0	6	6	7	4.2
10. Expanded Kindergarten	4	0	1	6	5	3.5

* Indicates an overall positive response.

As the data show, the Advisory Board appeared to be successful in bringing about a positive attitude in the community toward the Garfield Educational Complex Program.

ADVISORY COMMITTEE

A. Component Description

The main function of the School Advisory Committee was to determine the educational needs of the school community, and to offer ideas for improving the educational program. More specifically, the responsibilities of members of the School Advisory Committee were as follows:

1. Attend regularly scheduled meetings.
2. Determine educational needs of the school community.
3. Offer ideas for improving educational program.
4. Help determine priorities in the selection of programs to meet the needs of the community.
5. Evaluate those programs implemented.
6. Provide resource personnel for orientation of school staff to the community.
7. Assist in selection of para-professionals to work in the schools.
8. Aid in the recruitment of personnel to staff the schools.
9. Provide liaison between the school and community.
10. Become informed on state laws and Board of Education Rules and Regulations.
11. Appoint members to serve on the Complex Advisory Board.

One committee was organized in each Complex school. Therefore, Advisory Committees were organized at the four elementary schools, one junior high school, and one high school.

Each committee met on a regular basis as an advisory group to the local school principal for the purpose of not only assessing the needs of the educational program and making subsequent recommendations, but also for establishing a very important communication link between a given school and the community it served.

The following factors were incorporated into this component:

1. Community - Content - Cognitive
2. Community - Content - Affective

B. Overall Objectives

Over the three years, the general objectives of the Advisory Committee Component were to:

1. increase the members' knowledge of decision-making applicable to advisory committees.
2. serve as the communication link between the individual school and the community it served as reflected in positive community attitudes toward the total Garfield Educational Complex Program.

C. Statistical Results

First of all, Table 6 shows the responses of a number of School Advisory Committee members collected from a questionnaire administered in the latter part of the 1969-70 school year.

TABLE 6

RESPONSES TO A QUESTIONNAIRE BY SCHOOL ADVISORY COMMITTEE MEMBERS IN 1970

Item	N = 53			
	Never	Some-times	Fre-quency	Always
*1. Do you feel that your participation on the Complex Advisory Board was worthwhile?	1	10	8	27
2. Were you able to contribute in the program in the manner you would have liked to?	6	22	16	12
*3. Were you, as a parent, recognized as an important part of the Complex Advisory Board?	4	7	5	22
*4. Do you feel the Advisory Committee has been used as a rubber stamp?	26	10	4	3
*5. Does the Complex staff respect you as their equal?	2	9	10	22
6. How often have your suggestions been put into effect by the staff?	7	21	10	5
7. How often does the staff want to make all of the decisions?	15	16	7	3
8. Do you think teachers feel threatened by parent involvement?	24	15	7	3
*9. Do you feel the administrators are eager to have you participate?	2	9	13	24
*10. To what extent should parents be involved in helping school personnel solve educational problems?	1	8	20	12
11. Have you seen improvement in the education of children in the Complex since parents have been involved in planning activities?		36	6	

TABLE 6 (continued)

12. Do you think you received enough information on programs, budgets, staff development, the operation of the Complex, and the Los Angeles City Schools to make you effective?	0	30	15	0
13. Is your attitude toward school more positive than before you joined the Complex Advisory Board?		34	9	

* Indicates an overall positive response

As the responses indicate, the School Advisory Committee's members tended to feel that the Advisory Committee played a very important role in the assessment of school needs and the recommendations for change.

During 1970-71, an instrument was administered to assess the members' degree of knowledge with respect to the processes of decision-making. Table 7 displays the results. (See Appendix A for a copy of this instrument.)

TABLE 7

RESULTS OF THE ADVISORY COMMITTEE TEST

School	Number of Items Correct										Average
	1	2	3	4	5	6	7	8	9	10	Score
Riggin - post			2		2	1	3	3	1		54%
Humphreys - post						1	2	3			73%
Fourth Street-post		2		4	1	4	7	7	2		64%
Griffith - pre		1				1	1	4			67%
Griffith - post				1		1	2	5	1		73%
Garfield High-pre	1		1	5	8	13	13	12	3		64%
Garfield High-post					1	1	1	4	5		79%
Total	1	3	3	10	12	22	29	38	12	0	66%

As Table 7 shows, the range of scores was from 54% to 79% correct with the average being 66%. These scores obviously reflect some knowledge on the part of members of School Advisory Committees on the processes of decision-making; however, it could still be improved.

Finally, information from Tables 4 and 5 under the Advisory Board Component supported the fact that the community in general had a positive attitude toward the total Garfield Educational Complex Program. These results must also be recognized as supportive evidence of the successful role that the Advisory Committees played as the communication link between the schools and the community they served.

INDIVIDUALIZED READING

A. Component Description

The individualized Reading Program has come to mean a particular kind of program. In this program, the following three elements have always been present: (1) self-satisfaction by each student of all reading materials used in his instruction, (2) individual conferences between each student and his teacher, and (3) groups formed temporarily for specific learning jobs.

In the program, the teacher acted as a resource person in guiding each student toward learning "how" and "where" to find the answers he needed.

At the beginning of the year, a pre-test was administered to determine reading strengths and weaknesses in the areas of word attack, vocabulary building, and comprehension.

A student interest inventory was also given to further acquaint the teacher with individual likes and dislikes, hobbies, and general attitudes.

From there, the teacher began to provide activities that allowed each child to learn in his own fashion and to progress at his own rate.

A vital part of the program was the student-teacher conference. During this time, the teacher heard the student read, gave skill lessons, and suggested activities that would reinforce those skills. The student participated in the conference by discussing and evaluating his progress to date, and by committing himself to a definite plan of attack. This commitment was in the form of a verbal promise or an actual written statement. The emphasis lay in the personal communication that could only exist in a one-to-one relationship.

The students had various choices as to the method they used to learn. They could work independently, with a partner, or in a team situation. They could use interest centers to reinforce skills taught.

Different types of reading materials were available, such as textbooks, paperbacks, and stories written by pupils and teachers. All these increased each student's desire to read.

As the teacher became more familiar with the students, he/she formed groups to teach specific skills. Even in a group, the students did their own "thing" and were treated as individuals. The groups were flexible and were changed as the need arose.

Since the students were at different levels of accomplishment, the teacher and pupils kept precise and accurate records of learning progress. The teacher recorded conference dates, skills that had been learned and needed to be taught, books read, and any other pertinent information about her pupils. The pupil also used an activity list to keep track of where he was and what he needed to do.

In the Individualized Reading Program, each student was able to experience various methods and approaches to learning.

Four elementary schools participated in a program of individualized reading. In these four schools, four coordinators, eighty-nine teachers, fifteen aides, and 3,026 students were actively involved in the program.

The following factors were incorporated into this component:

1. Student - Content - Cognitive
2. Student - Organization - Affective
3. Student - Content - Affective
4. Student - Method - Affective
5. Student - Facilities - Affective

B. Overall Objectives

Over the three years, the general objectives of the Individualized Reading Component were to:

1. increase the students' attitudes toward school.
2. increase the students' self-concept.
3. increase the students' reading achievement on an average of one year per school year.

C. Statistical Results

During the 1969-70 school year, the Individualized Reading Program included only grades 1 through 3. In grade 1, the Metropolitan Readiness Test was administered in October, 1969; while the Cooperative Achievement Test was administered in May, 1970. Therefore, since two different tests were used in the pre- and post-administrations, comparable results were not possible.

However, Tables 8, 9, 10, and 11 display the pre- and post-first grade results by school.

TABLE 8

FIRST GRADE READING ACHIEVEMENT RESULTS
FOR FOURTH STREET ELEMENTARY SCHOOL

Subtests	N	$\bar{X}$
Metropolitan Reading Test, October 1969:		
Word Meaning	139	6.80
Listening	139	9.18
Matching	139	8.24
Alphabet	139	11.36
Numbers	139	12.05
Copying	139	7.02
Total	139	54.63
Cooperative Achievement Test, May 1970:		
Grade Placement	125	1.73

TABLE 9

FIRST GRADE READING ACHIEVEMENT RESULTS FOR HUMPHREYS AVENUE ELEMENTARY SCHOOL

Subtests	N	$\bar{X}$
Metropolitan Reading Test, October 1969:		
Word Meaning	106	6.50
Listening	106	8.89
Matching	106	8.62
Alphabet	106	11.99
Numbers	106	12.28
Copying	106	10.18
Total	106	58.42
Cooperative Achievement Test, May 1970:		
Grade Placement	94	2.07

TABLE 10

FIRST GRADE READING ACHIEVEMENT RESULTS FOR LANE ELEMENTARY SCHOOL

Subtests	N	$\bar{X}$
Metropolitan Reading Test, October 1969:		
Word Meaning	54	8.40
Listening	54	10.74
Matching	54	10.19
Alphabet	54	14.06
Numbers	54	15.94
Copying	54	9.74
Total	54	69.11
Cooperative Achievement Test, May 1970:		
Grade Placement	50	3.27

TABLE 11

FIRST GRADE READING ACHIEVEMENT RESULTS FOR RIGGEN AVENUE ELEMENTARY SCHOOL

Subtests	N	$\bar{X}$
Metropolitan Reading Test, October 1969:		
Word Meaning	103	5.70
Listening	102	9.00
Matching	102	7.07
Alphabet	102	10.21
Numbers	102	10.80
Copying	102	7.98
Total	102	50.24
Cooperative Achievement Test, May 1970:		
Grade Placement	73	1.44

For grades 2 and 3, comparable results were compiled. Table 12 shows the pre- and post-grade placement scores in total reading for grade 2 by school from the Stanford Achievement Test.

TABLE 12

MEAN PRE- AND POST-TOTAL READING GRADE EQUIVALENT SCORES FOR SECOND GRADE

School	Pre	Post	Difference
Fourth Street	1.6	2.4	.8
Humphreys	1.4	1.9	.5
Lane	2.2	4.8	2.6
Riggen	1.4	1.9	.5

Table 13 shows the pre- and post-results for grade 3 compiled from the Stanford Achievement Test.

TABLE 13

MEAN PRE- AND POST-TOTAL READING GRADE EQUIVALENT SCORES FOR THIRD GRADE

School	Pre	Post	Difference
Fourth Street	2.0	2.6	.6
Humphreys	2.1	2.7	.6
Lane	2.9	4.3	1.4
Riggen	1.9	2.3	.4

According to the data, grades 2 and 3 at Lane Elementary School progressed at the desired rate of one month's gain in reading achievement per month of school.

Also, during the 1969-70 school year, the students' attitudes toward school were assessed in grades 1 through 3. Tables 14, 15, and 16 show the pre- and post-scores for each grade. (Appendix B contains copies of these intruments).

TABLE 14

ATTITUDES TOWARD SCHOOL FOR FIRST GRADE

School	Classrooms	Pre-Score	Post-Score	Increase/ Decrease
Fourth Street	1	9.42	---	-
	2	11.06	10.00	-
	3	10.90	11.00	+
	4	10.00	10.90	+
	5	10.22	10.15	-
	6	10.22	10.92	+
	Average	10.30	10.59	+
Humphreys	1	10.34	11.55	+
	2	9.46	8.23	-
	3	11.32	9.36	-
	4	8.50	10.25	+
	5	10.48	10.00	-
	Average	10.02	9.88	-
Lane	1	11.44	11.44	
	2	10.92	11.00	+
	3	10.27	9.94	-
	Average	10.88	10.79	-
Riggen	1	10.00	11.14	+
	2	11.22	10.93	-
	3	10.82	---	
	4	10.46	10.36	-
	Average	10.62	10.81	+

TABLE 15

ATTITUDES TOWARD SCHOOL FOR SECOND GRADE

School	Classrooms	Pre-Score	Post-Score	Increase/ Decrease
Fourth Street	1	11.30	11.83	+
	2	13.42	11.29	-
	3	12.29	12.40	+
	4	13.53	12.57	-
	5	12.27	10.15	-
	Average	12.56	11.65	-
Humphreys	1	11.26	10.77	-
	2	11.79	11.55	-
	3	12.07	14.30	+
	4	11.38	12.36	+
	5	13.16	12.00	-
	Average	11.93	12.20	+
Lane	1	13.20	11.00	-
	2	13.27	10.22	-
	3	11.90	13.00	+
	Average	12.79	11.41	-
Riggen	1	13.48	12.69	-
	2	13.00	11.38	-
	3	12.21	13.77	+
	4	12.46	13.09	+
	Average	12.79	12.73	-

TABLE 16

ATTITUDES TOWARD SCHOOL FOR THIRD GRADE

School	Classrooms	Pre-Score	Post-Score	Increase/ Decrease
Fourth Street	1	11.96	10.67	-
	2	12.96	10.86	-
	3	12.57	10.87	-
	4	11.74	10.50	-
	5	12.80	11.21	-
	6	12.75	12.00	-
	Average	12.46	11.02	-
Humphreys	1	11.80	10.15	-
	2	12.54	11.45	-
	3	13.04	11.80	-
	4	13.13	10.40	-
	5	12.19	12.08	-
	6	12.65	13.17	+
	Average	12.56	11.51	-
Lane	1	12.17	11.61	-
	2	12.33	11.53	-
	Average	12.25	11.57	-
Riggen	1	12.87	13.36	+
	2	12.23	12.54	+
	3	12.33	12.21	-
	4	12.81	11.25	-
	Average	12.56	12.34	-

Although the majority of classrooms did not show increases between pre- and post-administrations of the attitude inventories, the post-score in all classes reflected an overall positive attitude toward school, since the maximum score possible in grade 1 was twelve and for grades 2 and 3, the maximum score was fifteen.

In addition to measuring attitudes during the 1969-70 school year, the children's self-concept was also assessed. (See Appendix B for a copy of the instrument.)

Tables 17, 18, and 19 display the pre- and post-self-concept scores for grades 1, 2, and 3.

TABLE 17

SELF-CONCEPT SCORES FOR FIRST GRADE

School	Classrooms	Pre-Score	Post-Score	Increase/ Decrease
Fourth Street	1	7.58	---	
	2	8.33	7.36	-
	3	9.00	7.25	-
	4	7.77	7.28	-
	5	7.56	6.86	-
	6	8.39	6.43	-
	Average	8.10	7.04	-
Humphreys	1	7.69	8.18	+
	2	7.15	7.00	-
	3	8.36	7.64	-
	4	6.54	7.58	+
	5	7.85	7.67	-
	Average	7.52	7.61	+
Riggen	1	7.39	9.14	+
	2	8.37	8.93	+
	3	7.43	---	
	4	7.38	7.86	+
	Average	7.64	8.64	+
Lane	Data Not Available			

TABLE 18

SELF-CONCEPT SCORES FOR SECOND GRADE

School	Classrooms	Pre-Score	Post-Score	Increase/ Decrease
Fourth Street	1	7.71	6.80	-
	2	8.00	6.15	-
	3	7.46	6.57	-
	4	8.95	7.07	-
	5	7.50	6.00	-
	Average	7.92	6.52	-
Humphreys	1	7.96	7.23	-
	2	7.36	6.91	-
	3	7.93	9.00	+
	4	7.69	8.14	+
	5	8.04	7.24	-
	Average	7.80	7.70	-
Riggen	1	8.15	7.69	-
	2	7.21	7.62	+
	3	7.79	8.77	+
	4	8.08	7.73	-
	Average	7.81	7.95	+
Lane	Data Not Available			

TABLE 19

SELF-CONCEPT SCORES FOR THIRD GRADE

School	Classrooms	Pre-Score	Post-Score	Increase/ Decrease
Fourth Street	1	7.58	5.37	-
	2	7.00	6.42	-
	3	7.64	6.88	-
	4	8.04	6.00	-
	5	7.04	6.64	-
	6	8.38	6.40	-
	Average	7.61	6.40	-
Humphreys	1	6.60	6.38	-
	2	7.58	7.18	-
	3	7.91	7.80	-
	4	7.17	6.90	-
	5	8.12	7.85	-
	6	7.78	8.25	+
	Average	7.53	7.39	-
Riggen	1	7.83	7.21	-
	2	6.82	7.15	+
	3	7.48	7.00	-
	4	6.89	7.00	+
	Average	7.26	7.09	-
Lane	Data Not Available			

Of the forty-five comparisons that were made, only fifteen showed any increases between pre- and post-administrations of the self-concept inventory. However, in all cases, the post-score reflected an average positive self-concept, since the maximum score on the instrument was ten.

During the 1970-71 school year, the attitudes of the students were not assessed. However, the Individualized Reading Program was extended into grades 4 through 6.

Table 20 shows the pre- and post-total reading grade equivalent scores by grade and school.

TABLE 20

PRE- AND POST-AVERAGE READING GRADE EQUIVALENT SCORES BY GRADE WITHIN SCHOOL

Grade	School											
	Fourth Street			Humphreys			Lane			Riggen		
	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Di.	Pre	Post	Diff
1	1.5	1.7	.2	1.4	1.9	.5	---	2.1	---	1.5	1.5	.0
2	1.7	2.0	.3	1.5	2.1	.6	3.0	3.4	.4	1.7	1.9	.2
3	2.6	2.8	.2	2.4	2.7	.3	3.7	3.7	.0	2.0	2.5	.5
4	3.5	4.2	.7	3.2	4.0	.8	4.5	7.0	2.5	2.9	3.5	.6
5	4.1	5.0	.9	3.9	4.2	.3	5.4	6.4	1.0	3.5	4.1	.6
6	4.7	5.2	.5	4.8	4.7	-.1	7.3	7.6	.3	4.5	5.0	.5

Since only eight months of school were represented between the pre- and post-administrations of the selected achievement tests, the following grades appear to have met the objective of one month's gain in reading achievement per month of school:

1. Grade 5 Fourth Street
2. Grade 4 Humphreys
3. Grade 4-5 Lane

An additional analysis was conducted on the 1970-71 reading achievement data to determine if there was a relationship between a student's reading achievement level and whether or not he had participated in the Garfield Individualized Reading Program one or two years. Table 21 shows the data from this analysis. It should be noted that for grade 4, only post-scores were utilized.

TABLE 21

MEAN READING ACHIEVEMENT SCORES FOR ONE- AND TWO-YEAR STUDENTS IN THE INDIVIDUALIZED READING PROGRAM*

School	One Year											
	Grade											
	First			Second			Third			Fourth		
	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Voc.	Comp.	Total
Fourth Street	N = 54			N = 26			N = 69			N = 63		
	1.5	1.6	.1	1.5	1.8	.3	2.5	2.7	.2	4.4	3.9	4.2
Humphreys	N = 26			N = 29			N = 52			N = 81		
	1.2	1.8	.6	1.2	1.7	.5	2.0	2.6	.6	4.0	3.7	3 9
Lane	No Data Available			N = 9			N = 26			No Data Available		
				2.9	3.2	.3	3.6	3.6	.0			
Riggen	N = 27			N = 33			N = 55			N = 67		
	1.5	1.4	-.1	1.7	1.8	.1	2.1	2.6	.5	3.9	3.3	3.5

* Grades 1 and 2 were given the Cooperative Primary Tests; Grade 3 was administered the Stanford Achievement Test; and Grade 4 was given the Comprehensive Test of Basic Skills - Reading.

Two Years											
Grade											
First			Second			Third			Fourth		
Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Voc.	Comp.	Total
N = 50			N = 78			N = 33			N = 54		
1.5	1.8	.3	1.7	2.2	.5	2.7	2.9	.2	4.4	3.9	4.2
N = 56			N = 68			N = 55			N = 51		
1.2	1.8	.6	1.8	2.3	.5	2.0	2.6	.6	4.4	3.8	4.2
N = 76			N = 30			N = 22			No Data		
-	1.8	-	3.1	3.5	.4	3.7	3.7	.0	Available		
N = 19			N = 50			N = 44			N = 39		
1.5	1.5	.0	1.7	1.9	.2	2.0	2.5	.5	3.7	3.3	3.5

From the table, it appears that no major differences exist in the achievement gains between the one- and two-year students. However, there tends to be an appreciable increase in the post-scores for second grade.

EXPANDED KINDERGARTEN

A. Component Description

The regular kindergarten program in the Los Angeles Unified School District employs one teacher per every two kindergarten classes. Under these circumstances, the teacher is not able to provide a continuous organized program of action-oriented experiences designed to maximize and reinforce the skills, attitudes, and knowledge gained by the children in the Pre-Kindergarten and Head Start Classes. The reasons for not being able to develop a program of this type rests on the teachers' lack of time for planning, diagnosing the child's abilities and weaknesses, and gaining knowledge of the child's background as it relates to his performance and adjustment in school.

Under the Expanded Kindergarten Program, in order to provide the teacher with the time to cary out the above activities, each teacher instructed one three-hour class and took the remainder of the day for planning, child diagnosis, and home visitation rather than instructing one two-hour and thirty minute session in the morning and another session in the afternoon.

The following factors were incorporated into this component:

1.	Student	-	Content	-	Cognitive
2.	Student	-	Organization	-	Affective
3.	Student	-	Content	-	Affective
4.	Student	-	Method	-	Affective
5.	Student	-	Facilities	-	Affective

B. Overall Objectives

Over the three years, the general objectives of the Expanded Kindergarten Component were to:

1. increase the students' readiness skills as measured by the Level A Assessment Test and the Metropolitan Readiness Test.
2. increase the students' attitudes toward selected elements in the school environment.

C. Statistical Results

During the 1969-70 school year, data were collected on the change in the students' readiness skills using the Metropolitan Readiness Test. Tables 22, 23, 24, and 25 show the results by sub-test within school.

TABLE 22

MEAN METROPOLITAN READINESS TEST SCORES FOR FOURTH STREET ELEMENTARY SCHOOL

Subtests	Pre-Score N	Pre-Score $\bar{X}$	Post-Score $\bar{X}$	t-values
Word Meaning	103	6.29	8.37	- 8.32**
Listening	103	8.49	10.36	- 7.48**
Matching	103	5.82	8.59	- 7.29**
Alphabet	103	5.56	11.44	-15.08**
Numbers	103	8.46	13.17	-13.08**
Copying	103	4.13	7.90	-11.78**
Total	103	38.54	59.90	-22.72**

** $t_{(102,\ .01)} = 2.62$

TABLE 23

MEAN METROPOLITAN READINESS TEST SCORES FOR HUMPHREYS AVENUE ELEMENTARY SCHOOL

Subtest	Pre-Score N	Pre-Score $\bar{X}$	Post-Score $\bar{X}$	t-values
Word Meaning	90	5.74	9.47	- 4.60**
Listening	90	8.04	10.28	- 8.96**
Matching	90	4.66	8.59	-11.91**
Alphabet	90	4.74	12.13	-17.19**
Numbers	90	7.14	13.18	-15.10**
Copying	90	2.20	6.77	- 7.37**
Total	90	32.34	58.98	-26.64**

** $t_{(89, .01)} = 2.63$

TABLE 24

MEAN METROPOLITAN READINESS TEST SCORES FOR LANE ELEMENTARY SCHOOL

Subtest	Pre-Score N	Pre-Score $\bar{X}$	Post-Score $\bar{X}$	t-values
Word Meaning	40	5.88	9.05	- 9.06**
Listening	40	8.40	10.53	- 5.33**
Matching	40	4.73	9.70	-11.30**
Alphabet	40	5.65	13.03	-11.18**
Numbers	40	7.35	14.35	-11.11**
Copying	40	4.28	9.50	-11.60**
Total	40	36.28	66.35	-21.33**

** $t_{(59, .01)} = 2.71$

TABLE 25

MEAN METROPOLITAN READINESS TEST SCORES FOR RIGGEN AVENUE ELEMENTARY SCHOOL

Subtest	Pre-Score N	Pre-Score $\bar{X}$	Post-Score $\bar{X}$	t-values
Word Meaning	60	5.48	7.63	- 5.38**
Listening	60	6.32	10.32	-10.53**
Matching	60	2.40	8.17	-11.54**
Alphabet	57	2.19	9.89	-13.51**
Numbers	60	4.32	12.98	-14.20**
Copying	59	2.31	11.31	-18.75**
Total	60	22.67	59.43	-22.01**

** $t_{(56,\ .01)} = 2.67$

In the 1970-71 school year, the Level A Assessment Test was used to assess the students' readiness skills. Table 26 displays these data.

TABLE 26

LEVEL A ASSESSMENT RESULTS

Test	Percent of Students Getting Fifty or More Items Correct					
	Fourth	N	Humphreys	N	Riggen	N
1. Individual Assessment	89	53	74	120	95	77
2. Motor Skills	100	52	99	119	100	77
3. Body Parts	100	53	86	118	96	65
4. Laterality	100	53	91	115	100	66
5. Visual-Motor Skills	98	47	98	119	99	82
6. Color Discrimination	96	52	99	120	100	81
7. Directionality	88	40	87	120	100	82
8. Visual Letter Perception	100	48	99	117	81	75
9. Auditory Letter Perception	93	41	82	114	72	73
10. Likeness and Difference	100	28	94	116	98	51
11. Auditory Syllabication	100	28	90	107	68	24
12. Letter Names	83	34	71	117	78	59
13. Initial Consonants	59	22	35*	85	61	59
14. Final Consonants	80	10	42*	56	0	0
15. Long-Short Vowels	50	2	0	0	0	0
16. Consonant Blends	100	3	100	1	0	0
17. Initial Digraphs	0	0	100	1	0	0
18. Final Digraphs	0	0	100	1	0	0
19. Three Letter Blends	0	0	0	0	0	0

* Proficiency level not attained

Data from Lane Elementary School were not available.

Both sets of data show highly significant increases with respect to the students' readiness skills over the 1969-70 and 1970-71 school years.

As for the students' attitudes toward selected elements in the school environment, they were assessed only once and this occurred in the 1969-70 school year. Tables 27 and 28 show the students' pre- and post-attitude scores toward school and self. (Appendix C contains a copy of the attitude instrument.)

TABLE 27

ATTITUDES TOWARD SCHOOL: KINDERGARTEN

School	Classrooms	Pre-Score	Post-Score	Increase/ Decrease
Fourth Street	1	10.76	10.18	-
	2	11.29	11.00	-
	3	11.48	---	
	4	10.75	9.67	-
	5	10.84	---	
	6	10.56	10.65	+
	7	11.21	11.25	+
	8	11.89	10.00	-
	Average	11.10	10.46	-
Humphreys	1	11.05	11.67	+
	2	11.73	11.75	+
	3	11.33	11.64	+
	4	11.10	11.40	+
	5	11.84	10.70	-
	6	11.28	10.50	-
	7	11.45	11.35	-
	Average	11.40	11.35	-
Lane	1	11.48	11.85	+
	2	11.62	10.83	-
	Average	11.55	11.34	-
Riggen	1	11.79	11.70	-
	2	10.91	10.75	-
	3	11.62	11.00	-
	4	10.95	11.83	+
	Average	11.32	11.32	

TABLE 28

ATTITUDES TOWARD SELF: KINDERGARTEN

School	Classrooms	Pre-Score	Post-Score	Increase/ Decrease
Fourth Street	1	8.76	7.36	-
	2	8.86	---	
	3	8.90	8.67	-
	4	7.50	---	
	5	7.19	---	
	6	7.00	7.27	+
	7	8.36	8.36	
	8	9.53	6.80	-
	Average	8.26	7.69	-
Humphreys	1	8.20	9.78	+
	2	9.27	9.88	+
	3	8.52	9.36	+
	4	8.52	9.50	+
	5	9.47	8.80	-
	6	9.00	8.80	-
	Average	8.86	9.40	+
Lane	1	9.35	9.23	-
	2	9.38	6.58	-
	Average	9.36	7.90	-
Riggen	1	9.33	9.00	-
	2	6.35	8.25	+
	3	9.33	8.25	-
	4	7.91	8.58	+
	Average	8.23	8.52	+

Although only sixteen of the thirty-six comparisons showed positive increases, it should be noted in all cases the mean post-scores were above the middle point on the instrument, indicating an overall positive attitude.

BILINGUAL EDUCATION

A. Component Description

Bilingual instruction is necessary for those children whose learning would be hindered by being limited to having instruction only in English. Many children entering the East Los Angeles schools at the primary level are completely non-English-speaking. While they are able to learn English in special classes, they still fall behind their English-speaking peer group in the mastery of the basic skills.

Eleven classes were established to provide the Spanish-speaking pupils with the opportunity to learn the curriculum areas in his mother tongue, while developing proficiency in English. By providing a learning environment that is culturally relevant, the student had a realistic opportunity to experience educational success. A truly bilingual person can be the result. An educational aide was provided for every two teachers.

Approximately 385 children ranging from kindergarten through the sixth grade participated in the program. Eleven bilingual teachers, one bilingual coordinator, and six bilingual teacher aides implemented the program. Three school coordinators, three Garfield Complex staff members, and three elementary principals helped supervise the programs.

The following factor was incorporated into this component:

1. Student - Content - Cognitive

B. Overall Objectives

Over the three years, the general objective of the Bilingual Education Component was to increase the pupils' growth in speaking, reading, and writing English and Spanish on an average of one school year as measured by teacher observation and standardized tests.

C. Statistical Results

During the 1969-70 school year, the cooperative Inter-American Test was administered to four classes in English and Spanish. Information was recorded for Spanish dominant, English dominant, and bilingual students. Such measures were to serve as baseline data for future comparisons. Table 29 shows the results.

TABLE 29

COOPERATIVE INTER-AMERICAN TEST RESULTS

Class	N	Spanish Score $\bar{X}$	English Score $\bar{X}$
Spanish Dominant			
1	11	52.5	35.3
2	13	26.7	23.2
3	13	28.6	26.1
4	4	54.2	59.2
English Dominant			
1	13	45.5	52.9
2	0	--	--
3	7	25.8	28.2
4	16	41.1	26.7
Bilingual			
1	3	42.0	45.3
2	12	33.2	31.8
3	7	30.6	30.8
4	10	46.7	42.8

During the 1970-71 school year, pre- and post-administrations of the Inter-American Bilingual Test took place. Table 30 shows the results of the statistical analysis.

TABLE 30

PRE- AND POST-RESULTS OF THE INTER-AMERICAN BILINGUAL TEST

School	N	Pre	Post	t
Fourth Street	103	38.31	44.43	5.83*
Humphreys	115	31.77	33.62	1.89
Riggen	91	44.52	53.52	8.41*

* significant at $\alpha = .01$ - $t_{(.01,\ 91)} = 2.58$

With the exception of Humphreys Avenue School, the results showed significant gains occurring during the school year on the Inter-American Bilingual Test.

However, since raw scores were recorded, it was not possible to determine whether or not the students gained one school year. However, the data do indicate that the majority of children participating in the Bilingual Program did increase their skills in speaking, reading, and writing of both English and Spanish.

STAFF DEVELOPMENT

A. Component Description

Staff Development was designed to train administrators, teachers, teacher aides, and community personnel in a new environment of individualized instruction and in the utilization of the linguistic strategies necessary with a bilingual approach. Positive attitudes were developed for new and positive relationships with parents and community.

The following factors were incorporated into this component:

1.	Teacher	-	Content	-	Cognitive
2.	Teacher	-	Method	-	Cognitive
3.	Teacher	-	Method	-	Affective
4.	Teacher	-	Facilities	-	Affective

B. Overall Objectives

Over the three years, the general objectives of the Staff Development Component were to:

1. increase the teachers' skills in developing and writing behavioral objectives.
2. increase the teachers' skills in writing program descriptions.
3. increase the teachers' knowledge of the bilingual program, individualized reading program and human relations.

C. Statistical Results

During the 1969-70 school year, the staff was involved in pre- and in-service activities related to curriculum. Specialists on individualized instruction worked with the teachers to prepare them for program implementation during the 1969-70 school year. In-service activities also involved

teachers in writing behavioral objectives and writing program descriptions which identified the organizational structure, content, methodology, and classroom facilities. Descriptions of each teacher's approach to individualizing the instructional program provided a baseline so that each teacher could see if she was making any drastic changes between the program that was planned and the program that was actually being implemented during the school year.

Also in the 1969-70 school year, twelve hours of pre-service activities were held on September 8, 10, and 11. Specialists on curriculum, special materials, individualized instruction, and project evaluation participated. The pre-service activities resulted in a follow-up workshop to develop attitude instruments to be used in the evaluation of the program involving eighty teachers from kindergarten through third grade.

Finally, during the 1969-70 school year, weekly staff development provided orientation for the teachers in the following areas of the bilingual education program:

1. available research in the field.
2. philosophy of bilingual education.
3. methodology.
4. application of methodology in individual classroom situations.
5. Spanish educational terminology for subject areas (provided by the Garfield Educational Complex in the form of booklets for each area).
6. inter-classroom and inter-school visitation and observation of bilingual classes.
7. evaluation of materials for the bilingual classrooms.
8. goals and objectives of the program.

During the 1970-71 school year, the Complex staff conducted an in-service training class in conversational Spanish. It was geared especially

for non-Spanish-speaking teachers who worked with predominately Spanish-speaking children. The class met once a week for two hours. There were sixteen class meetings. This training gave the teacher a broader understanding of the problems a Spanish-speaking child has in making the transition from his native language to the English language. The teacher was also able to communicate with the child and the child's parents in Spanish. This established a positive attitude toward the school and education in general.

During the months of October and November, 1970, the Complex staff asked Mr. Matt Jamgochian (Audio-visual Department) to conduct a workshop for teacher aides on the use of audio-visual equipment.

In the month of September, 1970, the Complex staff conducted a Human Relations Workshop for teachers, principals, and coordinators. The workshop was led by Dr. Uvaldo Palomares, President of Institute for Personal Effectiveness in Children (IPEC).

During the month of November, 1970, the Complex staff conducted a workshop in Individualized Reading for teachers and principals. This workshop was led by Dorothy Lloyd and Enid Fremdling, Specialists in Individualized Reading. Both are on the staff of University Elementary School (U.C.L.A.).

Throughout the months of January and March, 1971, the Complex staff conducted in-service training in Individualized Instruction for teachers within each individual school. This in-service was led by Dr. Jim Bowen and Dr. Allan Crawford on staff at California State College at Los Angeles. This program made provisions for:

a. Individual Differences:

    1. Wide variety of materials - making many choices available

2. Utilization of materials at child's own pace
3. Flexible curriculum structure
4. Grouping children with similar needs

b. Diagnostic and Prescriptive Procedures:

1. Opportunity to observe and conference with individual children
2. Determine education course commensurate with children's needs
3. Teacher awareness to children's needs

c. Development of Positive Self-Image:

1. Warm, personal relationship established in teacher-child conference helps the child to recognize own potential and self-worth
2. Positive behavior is continually reinforced

d. Conferencing:

1. Diagnosis allows for grouping - e.g., skills, interest, social needs, etc.
2. Needs for particular skill development is determined
3. Warm, personal relationship establishes an atmosphere conducive to learning

e. Academic Achievement:

1. Materials are selected and tailored for child's needs and interests as a result of teacher-child involvement
2. Active involvement of children in curriculum rather than passive participation brought about by a preponderance of teacher-directed activities

In May, 1971, attitudes of the staff toward the Individualized Reading Program were collected. Table 31 shows the resultant attitudes.

TABLE 31

STAFF ATTITUDES TOWARD THE INDIVIDUALIZED READING PROGRAM

Item	School			
	Fourth Street	Humphreys	Lane**	Riggen
1. Conferencing with pupils and parents	4.72*	4.38*	4.67*	4.48*
2. Improving pupil's reading skills	4.24**	4.28*	3.67	4.27*
3. Increasing pupil's ability to work independently	4.22*	4.11*	4.00*	4.19*
4. Involvement of parents in classroom	3.24	2.72	3.50	2.61
5. Involvement of parents in decision-making	4.59*	4.23*	5.00*	4.44*
6. Value of educational aides	3.81	3.32	4.17	3.48

* Indicates a positive response

** Only a sample of N = 6 was used for the Lane Elementary School analysis.

In general, the staff indicated a high positive attitude toward the various aspects of the Individualized Reading Program, since the maximum score on any item was 5.

ARTICULATION COUNSELOR

A. Component Description

The Articulation Program serves the function of providing an easier transition for sixth graders into the seventh grade through an orientation program that attempts to (1) instill within the sixth graders a positive attitude toward junior high school, and (2) provide a greater knowledge of that information which is necessary in order to participate in a junior high program. In addition, a counseling program is provided to the seventh graders for the purpose of alleviating any problems that might arise once the students begin their participation in the junior high program.

The following factors were incorporated into this component:

1.	Student	-	Content	-	Cognitive
2.	Student	-	Organization	-	Affective

B. Overall Objectives

Over the three years, the general objectives of the Articulation Counselor Component were to:

1. provide an easier transition for sixth grade students from elementary to junior high school
2. develop a positive attitude in the seventh grade students toward junior high school

C. Statistical Results

During the 1969-70 school year, information regarding the attainment of the objectives was collected in the form of descriptive comments which suggested that they were accomplished

However, during the 1970-71 school year, attitude and content oriented instruments were administered to the sixth and seventh grade students. (See Appendix D for copies of the instruments.)

In general, the sixth grade students tended to reflect a positive attitude toward selected element in junior high school and displayed above average knowledge of the junior high program. Table 32 shows the results from the Sixth Grade Orientation Test.

TABLE 32

RESULTS OF THE SIXTH GRADE ORIENTATION TEST

School	Mean Percent Correct
Fourth Street	80.6%
Humphreys	81.5%
Riggen	75.8%

As for those seventh grade students who had participated in the counseling program and/or orientation program, their attitudes toward junior high school tended to be rather neutral, reflecting neither a strongly positive nor negative response toward selected elements of the junior high program.

EXPANDED EDUCATIONAL EXPERIENCE

A. Component Description

Economic circumstances continued to curtail the mobility of children living in depressed areas of the city. Although bus trips for pupils were provided by the local school district on an equitable basis for all of the 800,000 students enrolled, this expensive effort was nevertheless meager when the great need for extensive and frequent experiences outside the barrio is considered. Serious curtailment or elimination of even this limited program is anticipated as local sources of revenue diminish. The child of poverty suffers the greatest loss, for he is deprived of experiences with other educating and socializing agencies scuh as museums, libraries, amusement centers, beaches, etc.

A total of eight schools were involved in the program: four elementary schools, one junior high school, one high school, and two family centers. There were 143 certificated staff and 105 educational aides involved. Children who participated numbered 4,747. In addition to the above personnel, eight Complex coordinators coordinated the program along with their secretaries.

The value of free selection by teachers for educational enrichment trips provided them with a greater opportunity to relate lessons in reading to the child's experience.

The following factor was incorporated into this component:

1. Teacher - Method - Affective

B. Overall Objective

The overall objective for the Expanded Educational Experience Component was to increase the teachers' value toward school journeys designed to increase the students' mastery of concepts essential for success in reading.

C. Statistical Results

Data concerning this component were available only for the 1970-71 school year. These data were in the form of teacher attitudes toward the expanded educational experiences as they related to increasing the students':

1. interest in reading
2. writing skills
3. observation skills
4. language skills

Table 33 shows the results of the data analysis.

TABLE 33

MEAN RESPONSES ON THE EXPANDED EDUCATIONAL EXPERIENCE ITEMS FROM THE STAFF QUESTIONNAIRE

Item	School			
	Fourth Street	Humphreys	Lane**	Riggen
Interest in Reading	4.38*	3.84	4.33*	4.16*
Writing Skills	2.33	1.91	1.00	2.00
Observation Skills	2.10	1.85	1.00	1.86
Language Skills	2.03	2.03	1.00	2.00

* Reflects a positive response

FAMILY CENTER

A. Component Description

Adult Education classes in the economically disadvantaged communities must be geared to the specific needs of the community it serves. In communities which do not function easily in a formalized educational setting, an outreach to parents is essential.

More parents can be encouraged to actively participate in educating their children when opportunities are provided for broadening their scope of awareness in an environment that is non-threatening and where they are at ease and non-defensive.

Adult education can be the bridge in reaching out to parents in order to produce positive social values concerning the relationships at home and school.

The Family Life Center represents a new "outreach" to parents and their pre-school children. The Center prepares pre-school children for successful experience in a formal school setting and assists parents in the solution of problems related to jobs, job training, and family life.

A Family Life Center was established on two elementary school sites within the Garfield Complex. They were open from 8:00 a.m. to 10:00 p.m. week days, and from 8:00 a.m. to 5:00 p.m. on Saturdays. The program's focus was on the parent and the pre-school child and offered a variety of classes aimed at enabling adults to function more effectively as individuals.

The following factors were incorporated into this component:

1. Family - Content - Cognitive
2. Family - Content - Affective
3. Family - Method - Cognitive
4. Family - Method - Affective

B. Overall Objectives

Over the three years, the general objectives of the Family Center Component were to:

1. increase the parents' knowledge of family management and/or skill development
2. increase the parents' and students' attitudes toward the counseling program

C. Statistical Results

Courses in the following areas were offered at the two family centers:

1. Clothing and Construction
2. English as a Second Language
3. Nutrition
4. Basic Education
5. Personal and/or Home Accessories
6. Parent Education Personnel

During the 1969-70 school year, attendance records were kept only for the ESL course. Table 34 shows the results.

TABLE 34

ENGLISH AS A SECOND LANGUAGE RESULTS

	Excellent	Good	Fair	Poor
1. Attendance	22	3		1
2. Class Participation	21	4	1	
3. Interaction with others	20	4	2	
4. Progress	20	3	1	2

However, during the 1970-71 school year, a more comprehensive effort was made to assess the parents' attitudes toward the various courses and skills offered at the family centers. Table 35 shows the results. (See Appendix E for a copy of the instrument.)

TABLE 35

MEAN RESPONSES (1-13) AND FREQUENCY OF RESPONSES (14-15) ON THE FAMILY CENTER QUESTIONNAIRE

Item	Family Center			
	Humphreys		Riggen	
1	3.16		2.41	
2	3.39		2.48	
3	2.90		2.36	
4	2.82		2.07	
5	2.48		2.28	
6	2.30		2.78	
7	2.63		3.14	
8	2.66		3.03	
9	1.94		2.19	
10	1.43		2.98	
11	2.53		2.95	
12	2.41		3.02	
13	1.51		2.54	
Item	Yes	No	Yes	No
14*	53	8	51	0
15*	23	1	34	0

* Reflects a positive response

Since the maximum score on items 1-13 was five, the overall parent attitudes were not positive. This may account for the fact that very few courses had 80% or more of the parents completing the objectives and only about half of the courses offered had an 80% or more attendance record.

Over the total 1970-71 school year, twenty-eight students were referred for counseling. Table 36 shows the behavioral changes.

TABLE 36

SUMMARY OF RESULTS OF THE COUNSELING PROGRAM

Behavioral Change	Number of Students
Regressed (1)	0
No Change (2)	16
Improved (3)	9
Problem Resolved (4)	7

The mean change was $\overline{X} = 3.1$, which falls between Improved and Problem Resolved.

GUIDANCE CENTER

A. Component Description

The Guidance Center of the Garfield Educational Complex is stationed at James A. Garfield High School. The main purpose of the Guidance Center was to reduce the dropout rate from September, 1968, through June, 1971.

The Guidance Center is an on-site continuing counseling service for specific counselees, (i.e., the potential dropout, the terminal student, and non-operative graduates) which were by-passed through lack of funding and philosophy by the regular counselor.

The secondary Guidance Center coordinator serves as a resource person to terminal students and potential dropouts referred by school personnel and non-operative graduates; he provides the necessary leadership for organizing, implementing, and coordinating the Complex Guidance Center at Garfield High School. The coordinator relates the total Complex program and its activities to the school and community.

The Guidance Center coordinator is directly responsible to the director of the Garfield Educational Complex with the joint cooperative supervision and guidance of the school principal.

One intermediate clerk-typist and three para-professionals (community aides) were directly responsible to the Guidance Center coordinator.

The primary function of the community aides was to serve as a counselor to the terminal student, potential dropout referred by school personnel, and the non-functioning graduate. He helped them make choices and to be fully aware of his personal potential in determining his future. Understanding was provided in helping the student in the important decision-making process of what to do.

The student participants were the (1) potential dropouts, (2) actual dropouts, and (3) post-graduates of Garfield High School.

The entering B10 class of 1,278 students (for September, 1968) were met on ten separate occasions for the year 1968-69.

The number of potential dropouts, actual dropouts, and post-graduates totalled 849 cases.

The following factors were incorporated into this component.

1.	Student	-	Organization	-	Affective
2.	Student	-	Content	-	Affective
3.	Student	-	Method	-	Affective
4.	Student	-	Facilities	-	Affective

B. Overall Objectives

Over the three years, the general objective of the Guidance Center Component was to provide high school seniors, graduates, and dropouts with vocational and educational guidance for continuing their education and/or obtaining proper employment.

C. Statistical Results

For the 1969-70 school year, information regarding counseling and guidance services was collected in the form of descriptive comments. However, these comments suggested the attainment of the above objective.

During the 1970-71 school year, accurate records were kept with respect to the number of people counseled and percent of success in either finding employment for a given counselee, enrolling him in a skills center or community college, or getting him to return to school.

Table 37 shows the results of the Guidance Center staff's efforts compiled in January and May, 1971.

TABLE 37

RESULTS OF THE GUIDANCE CENTER COUNSELING PROGRAM

Category	January 1971		May 1971	
	Number Counseled	Percent of Success	Number Counseled	Percent of Success
Dropouts	81	59.2%	34	79.4%
Potential Dropouts	80	61.2%	80	81.0%
Graduates	38	92.1%	20	95.0%

As the results indicate, the Guidance Center Program was very successful.

APPENDICES

APPENDIX A

GARFIELD ADVISORY COMMITTEE TEST

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
EDUCATIONAL COMPLEX

GARFIELD ADVISORY COMMITTEE TEST

School _____ Circle Years on Committee 1 2 3

Number of Children 1 2 3 or more

Grade 1 2 3 4 5 6 7 8 9 10 11 12

Circle (T) if statement is true, circle (F) if false.

1. Roberts Rules of Order is the main authority for parliamentary procedure. T F
2. Some motions don't need a second. T F
3. A simple majority carries a motion unless stated otherwise in the constitution or laws. T F
4. The Community Advisory Committee makes policy for the school. T F
5. The Garfield Educational Complex is composed of four schools. T F

Choose the best answer, then circle the letter for that answer.

6. Los Angeles Unified School District has

   a. 2 Zones
   b. 6 Zones
   c. 4 Zones
   d. 8 Zones

7. The Zone Decentralization Plan places control of school closer to

   a. The Central Office
   b. The Community
   c. State Government
   d. Federal Government

8. The Advisory Committee is composed of

   a. Parents, students, staff
   b. Staff only
   c. Staff and parents
   d. Staff and students

9. The Advisory Committee screens and approves

   a. School budget
   b. Zone budget
   c. Mini grants
   d. District budget

10. The Guidance Center works with students in

    a. Elementary School
    b. Junior High School
    c. Pre School
    d. High School

APPENDIX B

1. Student Attitude Inventories for Grades 1-3
2. Self Concept Inventory

FIRST GRADE ATTITUDE INVENTORY

Attitude Items	Yes	No
1. Do you like story books?		
2. Does your teacher listen to you when you ask a question?		
3. Do you think reading is fun?		
4. Do you like to listen to stories?		
5. Does your teacher like you?		
6. Do you like to go to school?		
7. Do you like to answer questions in school?		
8. Do you have a lot of friends in your room?		
9. Are you afraid of teachers?		
10. When your work is done, do you like to look at a book?		
11. Is it easy for you to talk to your teacher?		
12. Do you like to talk to other children in your room?		

SECOND AND THIRD GRADES ATTITUDE INVENTORY

Attitude Items	Yes	No
1. Do you like to read?		
2. Does your teacher listen to you?		
3. Do you think reading is fun?		
4. Do you like to listen to stories?		
5. Does your teacher like you?		
6. Do you like to go to school?		
7. Do you like to answer questions in school?		
8. Do you have a lot of friends in your class?		
9. Are you afraid of teachers?		
10. When your work is done, do you like to choose a book to read?		
11. Is it easy for you to talk to your teachers?		
12. Do you like to talk to other children in your class?		
13. Do you have fun with children at school?		
14. Would you rather stay home from school if you could?		
15. Do you hate to miss school?		

SELF-CONCEPT INVENTORY

Attitude Items	Yes	No
1. Would you rather play by yourself than with other children?		
2. Is it easy for you to talk to other children?		
3. Do most of the children like you?		
4. Do you want to have more friends?		
5. Are most of the children mean to you?		
6. Do you like to talk to new children at your school?		
7. Do you like to play games with other children?		
8. Can you do things as well as other children?		
9. Do other children have more fun than you do?		
10. Is it easy for you to make friends?		

APPENDIX C

1. Kindergarten Attitude Inventory
2. Kindergarten Self Concept Inventory

KINDERGARTEN ATTITUDE INVENTORY*

Attitude Items	Yes	No
1. Do you like story books?		
2. Does your teacher listen to you when you ask a question?		
3. Do you think reading is fun?		
4. Do you like to listen to stories?		
5. Does your teacher like you?		
6. Do you like to go to school?		
7. Do you like to answer questions in school?		
8. Do you have a lot of friends in your room?		
9. Are you afraid of teachers?		
10. When your work is done, do you like to look at a book?		
11. Is it easy for you to talk to your teachers?		
12. Do you like to talk to other children in your room?		

* Given orally to each pupil individually by persons other than the classroom teacher.

KINDERGARTEN SELF-CONCEPT INVENTORY

Attitude Items	Yes	No
1. Would you rather play by yourself than with other children?		
2. Is it easy for you to talk to other children?		
3. Do most of the children like you?		
4. Do you want to have more friends?		
5. Are most of the children mean to you?		
6. Do you like to talk to new children at your school?		
7. Do you like to play games with other children?		
8. Can you do things as well as other children?		
9. Do other children have more fun than you do?		
10. Is it easy for you to make friends?		

APPENDIX D

1. Sixth Grade Orientation Test
2. Sixth Grade Attitude Survey
3. Seventh Grade Attitude Survey

Los Angeles City Unified School District
Educational Complex

Sixth Grade Orientation Test

School _____ Boy _____

Month enrolled _____ Girl _____
(in 6th grade)

Circle (T) if statement is true, Circle (F) if false.

1. Junior high school students should bring paper and pencil to school every day. T F
2. Students must dress for Gym. T F
3. More freedom means students will have more responsibility. T F
4. You should tell your best friend your locker combination. T F
5. School lockers have 3 numberscombinations, for example: 35-9-14 T F

Choose the best answer, then circle the letter for that answer.

6. After being absent from school, you should bring a note from home to the
   a. principal's office
   b. counselor's office
   c. attendance office
   d. math teacher
7. If your program has two periods of math on the first day of school, you should
   a. do nothing
   b. select the one you like
   c. attend both classes
   d. take program to counselor's office
8. The elective for seventh graders is
   a. print shop
   b. typing
   c. music
   d. French
9. Before you can go home for lunch you must have
   a. note from teacher
   b. pass from attendance office
   c. both of above
   d. neither of above
10. The person I can always see in Junior High is
   a. Mrs. Thede
   b. Mrs. White
   c. Mr. Taira
   d. Miss Donahue

Los Angeles City Unified School District
Educational Complex

Seventh Grade Attitude Survey

School _____

Elementary School Attended _____ Boy _____ Girl_____

Date enrolled in 6th Grade _____ Date _____

Directions: Use a (No. 2) ordinary lead pencil. Each mark must be solid and black and must fill the answer space in order to be recorded. If you erase, erase neatly and cleanly.

Print the information at the top of the form. Read each question then answer to the best of your ability.

	Doesn't Apply 1	Never 2	Some-times 3	Fre-quently 4	Always 5
1. Junior High students like having 7 teachers.					
2. Junior High students are friendly.					
3. The food at Junior High is better than at Elementary.					
4. Teachers listen to you when you have questions.					
5. Seventh grade students frequently get lost.					
Answer YES or NO			Yes	No	
6. It is easy to talk to my teachers.					
7. I like having more freedom in Junior High.					
8. More freedom means students have more responsibility.					
9. My visit to Junior High in the 6th grade was helpful.					
10. I belong or plan to join a school club or group.					

APPENDIX E

FAMILY CENTER QUESTIONNAIRE

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
EDUCATIONAL COMPLEX

FAMILY CENTER QUESTIONNAIRE

Number of Children ____

Grade of Children Pre-school K 1 2 3 4 5 6 7 8 9 10 11 12

Directions: Use a (No. 2) ordinary lead pencil. Each mark must be solid and black and must fill the answer space in order to be recorded. If you erase, erase neatly and cleanly.

Complete the information at the top of the form. Read each statement then answer to the best of your ability.

If the statement does not apply, mark under "Does Not Apply" column.

	Doesn't Apply 1	Never 2	Some-times 3	Fre-quently 4	Always 5
1. I gained knowledge in understanding my child.					
2. I learned new ways to work with my child.					
3. My child's ability to speak English improved.					
4. My child's ability to speak Spanish improved.					
5. I learned better ways to plan family meals.					
6. I learned more about management of family finances.					
7. I learned basic ways to make clothes.					
8. I learned to make accessories.					
9. I gained job skills.					
10. I learned to read basic sentences in English.					
11. I learned to write basic sentences in English.					
12. I learned to speak English.					
13. I learned basic math concepts.					

Answer YES or NO	Yes	No
14. Are you able to practice at home what you have learned?		
15. Do you feel the Family Center has brought the home and school closer together?		

16. Comment on excursions: _____

_____

17. Comment on Fiestas: _____

_____